U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12SC3

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☐ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mrs. Sherry Cariens

Official School Name: Oak Grove Elementary School

School Mailing Address: 479 Oak Drive

Lexington, SC 29073-7849

County: Lexington   State School Code Number*: 3201009

Telephone: (803) 821-0100 E-mail: scariens@lexington1.net

Fax: (803) 821-0103   Web site/URL: http://www.lexington1.net/oges

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Karen Woodward   Superintendent e-mail: kwoodward@lexington1.net

District Name: Lexington School District One   District Phone: (803) 821-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Cindy Smith

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   16 Elementary schools (includes K-8)
   (per district designation):   6 Middle/Junior high schools
                                          4 High schools
                                          0 K-12 schools
                                         26 Total schools in district

2. District per-pupil expenditure: 9006

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	35	31	66		6	0	0	0
K	61	48	109		7	0	0	0
1	53	54	107		8	0	0	0
2	44	49	93		9	0	0	0
3	52	50	102		10	0	0	0
4	43	50	93		11	0	0	0
5	39	56	95		12	0	0	0
					Total in Applying School:			665

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
15	% Black or African American
8	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
70	% White
5	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	29
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1, 2010	665
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 36%
   Total number of ELL students in the school: 5
   Number of non-English languages represented: 4
   Specify non-English languages:

   Arabic, Spanish, Mandarin, Gujarat

9. Percent of students eligible for free/reduced-priced meals: 51%

   Total number of students who qualify: 339

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

    Total number of students served: 114

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impaired
0	Deaf-Blindness	14	Specific Learning Disability
1	Emotional Disturbance	63	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
1	Multiple Disabilities	18	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	32	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	15	2
Paraprofessionals	17	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	17	0
Total number	84	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

        Graduating class size: _____

        Enrolled in a 4-year college or university   _____ %
        Enrolled in a community college   _____ %
        Enrolled in vocational training   _____ %
        Found employment   _____ %
        Military service   _____ %
        Other   _____ %
        Total   **0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

   ⦿ No

   ◯ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Oak Grove Elementary School students will "Lead the Way" in becoming creative, caring, productive, multi-lingual, responsible, and self-directed learners. They will be productive leaders who excel as citizens in the 21st century global community. This vision statement is our goal for every student who becomes a part of the Oak Grove Elementary School (OGE) family.   This is achieved through active parent involvement, student goal setting, highly effective professional learning communities, opportunities in the arts, and the infusion of the Seven Habits of Highly Effective People by Stephen Covey in the school culture.

We pride ourselves on creating a warm inviting atmosphere, which is felt immediately by each and every person who enters Oak Grove Elementary. The school is located in the Midlands of South Carolina in Lexington School District One within 10 miles of our state capital, Columbia. The original Oak Grove Elementary School was a one room cabin built in the early 1900's. In 1974, the current facility was developed with renovations occurring in 2006 that added eight classrooms and a multi-purpose room. Oak Grove is an established community rich in history that has embraced its heritage and maintained its identity. Our school has welcomed home its children as they have grown into adulthood and returned to establish their new homes in their childhood community. Although our students come from diverse cultural and ethnic backgrounds and households including: single parents, grandparents, and foster parents, all of these students feel they are an integral part of the OGE family. Many of the schools former and current faculty have attended Oak Grove and later taught within the same walls. They have continued the high standards of this close knit community by dedicating their lives to ensuring their students foster a love of learning.

Presently, Oak Grove has approximately 670 students in grades 4K-5th grade. In 2010-2011, our poverty index was 51%. With the rezoning of OGE for the 2011-2012 school year, our demographics have changed, and we anticipate our poverty index to increase. Because of the diverse educational and socio-economic backgrounds that exist within our school, the teachers are diligent in gathering data from multiple sources, such as Palmetto Assessment of State Standards (PASS), Measurement of Academic Progress (MAP), DIBELS Next, Dominie Reading Assessment, EASY Curriculum-Based Measurement (EASY CBM) to differentiate instruction to meet the individual needs of all students. Due to a strong Response to Intervention (RTI) program in the areas of reading and math, we have been able to provide remedial support for kindergarten through 5th grade students who are performing in the lower 25% of our population. With a balance of research based best practices, RTl, accelerated math and gifted and talented programs, our students have been consistently successful in outperforming schools with populations like ours. For instance, since 2009 we have scored in the top 10% on PASS in all grade levels tested (3rd-5th).

Oak Grove Elementary earned the state Palmetto Silver Award in 2008 in the areas of academic performance and closing the achievement gaps. With hard work, quality instruction, and data analysis, our school went on to achieve the Palmetto Gold Award in 2009 and 2010 also in the areas of academic performance and closing achievement gaps. Our school has received an excellent absolute rating and an excellent growth rating for the last three years on our school report card. OGES has also made adequate yearly progress (AYP) under the federal No Child Left Behind Act every year that AYP has been given. Oak Grove is proud to have won two Red Carpet Awards which recognize schools with a family friendly school environment and excellent customer service.

A strength of OGE is the manner in which we support the goals of Lexington School District One to prepare a new generation of leaders and global citizens through LexLeads, LexLearns, and LexLives. Oak Grove focuses on leadership development, empowers students to think creatively and become problem solvers, and encourages healthy lifestyles. Our school is in the process of becoming a "Light House School" that is founded on Stephen Covey's Seven Habits of Leadership. Through our morning walking program on a track funded by our PTA, we are instilling in students the importance of developing a

healthy lifestyle. With opportunities such as our First In Math morning computer program, 5th grade morning band class, Science Technology Engineering Mathematics Lab (STEM Lab), 3rd-5th grade Spanish foreign language program, and the infusion of technology used by both teachers and students as primary tools for learning, we will "Lead the Way" in creating a high performing learning culture of self directed 21st century leaders. Oak Grove has been considered Lexington One's best kept secret. The National Blue Ribbon School status will affirm the hard work and dedication of our Oak Grove tradition of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In South Carolina, our current state-wide assessment is called the Palmetto Assessment of State Standards (PASS), which has been given to third through eighth graders since the Spring 2009. Students are given this assessment in the areas of writing, reading, mathematics, science, and social studies based on their specific grade level South Carolina State Standards. The three levels of performance for this assessment are: Exemplary-student demonstrated exemplary performance in meeting the grade level standard, Met-student met the grade level standard, and Not Met-student did not meet the grade level standard. Depending on the grade level there are specific cut scores that denote each of these areas. A more detailed explanation can be found at http://ed.sc.gov/agency/programs-services/45/.

During the Spring of 2007 and 2008, the Palmetto Achievement Challenge Test (PACT) was our state-wide assessment. There were four performance levels with specific cut scores for each grade level. The levels were: Advanced-student exceeded expectations for student performance based on the curriculum standards, Proficient-student met expectations for student performance based on curriculum standards, Basic-student has met minimum expectations for student performance based on the curriculum standards, and Below Basic-student has not met the minimum expectations for student performance based on the curriculum standards.

At Oak Grove Elementary, our performance goals as a school are to have 45% of our students score Exemplary and less than 15% of our students score Not Met. As we look at individual grade reports, our expectations may be higher depending on the grade level's performance in a specific curriculum area. In other words, we are always raising the bar of expectations to further challenge ourselves as professionals and our students as learners.

Oak Grove Elementary has historically maintained high levels of achievement as evidenced in meeting AYP and receiving an Absolute Growth Rating of Excellent since 2009. We received the Palmetto Gold Award in 2009 and 2010 for General Performance and Closing the Achievement Gap. The significant gains from 2008 to 2009 were due to the reassigning of performance levels when the state changed from PACT to PASS. On PACT only students who scored proficient and advanced were reported together even though Basic was considered to be on grade level. On PASS students who scored Met and Exemplary were combined.

A notable trend for the past five years is that overall our students have been consistent in their performance in reading and math. In reading, the 3rd grade students consistently scored above 90% meeting Met and Exemplary on PASS and Basic, Proficient, and Advanced on PACT. In reading for 4th and 5th grade a similar trend exists. With the exception of 5th grade in 2007, the performance of students scoring Met and Exemplary on PASS and Basic, Proficient and Advanced on PACT has remained in the high 80's to low 90's. In math for grades 3 and 5, the trend has been for all students percentages to be in the mid/upper 80's to low 90's in scoring Met and Exemplary on PASS, and Basic, Proficient, and Advanced on PACT. We are extremely pleased with our fourth grade students over the past five years having 94% and higher scoring Met and Exemplary on PASS, and Basic, Proficient, and Advanced on PACT. Also in comparing the math percentage of Proficient and Advanced on PACT in 2007 to the percentage Exemplary in 2011 each grade level has increase by 10% or more, with fourth grade showing the greatest increase of 19%.

In reading and math, across all grade levels over the past five years, the sub group of Free and Reduced Meals/Socio-Economic Disadvantaged Students has maintained a trend of having 10% or less difference when compared with all students scoring Met and Exemplary on PASS and Basic, Proficient and Advanced on PACT.

The level of performance of Hispanic or Latino students, our English Language Students and our Asian/Pacific Islander students in reading and math when compared to all students scores showed that this subgroup was in alignment or outperformed all students scores in Met and Exemplary on PASS or Basic, Proficient, or Advanced on PACT.

On the 2011 PASS test, the following trend existed in all grade levels in reading and math where subgroups were reported. Our students in each of our subgroups of Free and Reduced Meal/Socio-Economic Disadvantaged students, African American students and Hispanic students were not in alignment with having a 10% or less percentage gap when compared to all students scoring Exemplary on PASS. The same trend was noted for our African American students scoring Met and Exemplary. To rectify these concerns, we are identifying students earlier and more strategically in the primary grades of K-2 who are academically behind their grade level peers.   We also will continue to use data from our MAP reading and math test, Dominie Assessment, and DIBELS to differentiate to meet the needs of these students. Guided reading is a key component of working with students in challenging them to meet the rigor of scoring Exemplary on PASS as well as have the knowledge to score Met. Teachers are using data to design flexible groups for reading instruction and using item analysis results from district common assessments for math instruction.

2. Using Assessment Results:

At Oak Grove Elementary, we believe that data drives the instructional goals for our students. Our teachers are knowledgeable of how to use data from multiple sources and our students are challenged based on these results.

Before school starts each year, school wide and individual teachers' test results from the end of the previous year are reviewed. New assessments are administered in September using MAP in reading and math, DIBLES Next, and Dominie Reading and Writing Assessments. Grade levels use this current student data as well as the student's individual performance on PASS to formulate goals for the year. Teachers devise a plan to achieve these goals and meet weekly to monitor progress. Collaborative planning days are used to develop differentiated lessons and flexible guided instructional groups to help meet the goals. Grade level notebooks are maintained to document strategies and charting progress.

In January, grade levels evaluate students' mid-year progress as all of the assessments given in September are given again. Once this new data is available, grade levels attend data review meetings with the administrative team and with the Response to Intervention (RTI)Team to identify grade level performance, students' strengths and weaknesses, as well as individual teacher trends. From these meetings, strategies are shared by teachers who are experiencing student successes so all team members can learn and share personal best practice.

At the end of the year in April/May the final assessment of MAP, DIBELS Next, Dominie, and PASS is completed. In May each grade level presents to staff the results of their goals and what they might change for future strategies.

Teachers meet with each of their students to design a personal learning goal and conferences with the student throughout the year on their progress. Teacher use school wide assessments as well as data from such sources as Everyday Math district common assessments, teacher created formative and summative assessments, writing prompts, and reading running records as evidence as to how the students are doing in achieving their personal goal. Empowering students to have a vested interest in their learning through goal setting is an area we are intently pursuing.

Parents are included in the process of having students design their goals and are aware of their child's strengths and weaknesses. If students need additional support, meetings are scheduled with the parents, teacher, RTI team members (guidance counselor, administration, RTI lead interventionist, and school psychologist) to design an individual plan for reading, math, and/or behavioral support. The same procedure is followed for students who qualify for special education services.

Teachers hold conferences with all parents throughout the year. Parents are notified of their child's academic performance through face to face meetings, email, weekly graded papers, and phone calls. Since all teachers in Lexington One have their own classroom phone, parents can talk with teachers easier than ever before. All of these methods have proven successful in parents understanding their child's school performance.

Lex Connect is an on-line portal through which parents have access to district and school news, teacher web pages, as well as their student's grades and averages.   Because parents can see their student's class performance once the data is entered, it aids in all parties having a clear understanding of how their child is achieving. Furthermore, teachers send out newsletters to the parents informing them of the weekly learning objectives as well as school events. Throughout the year, teachers also invite parents for student presentations such as reader's theater, writing celebrations, and collaborative group projects. Grade levels also have parents and community members come to the classrooms to volunteer. Parents are often invited to be the "Mystery Reader" of the day.

Though the OGES Lex Connect page, the school can share with the community information on items such as upcoming events, guidelines for programs such as gifted and talented as well as our school report card. Our PTA and School Improvement Council, also serve as a vehicle in informing the community of our schools achievements. We have a school radio show that is broadcasted to the public, and we collaborate with our business partners for events such as Literacy Night. School successes are also highlighted on our morning news show and student work is proudly displayed throughout the hallways. Our mission is for our parents and our community to know all the great things that are occurring at Oak Grove using every outlet possible.

3. Sharing Lessons Learned:

Oak Grove Elementary School has a reputation for outstanding achievement and we are always happy to share our ideas and successful strategies. Our staff is often asked to share ideas for special district committees such as common core, rewriting job descriptions, textbook selection, Response to Intervention, and Positive Behavior Support. We have provided district staff development for other teachers in our district in Daily 5/CAFE for reading, Everyday Math, and Technology for Kindergarten. Our related arts teachers have shared their effective strategies with other teachers in the district during established Collaborative Planning days in the area of music and technology. One of our administrators is becoming a trainer in 6 Traits for Writing and will be sharing her expertise throughout our district.

One way to share our successes is to have other schools send their teachers to us. Teachers have visited with us to observe and learn effective teaching methods in areas such as 5K reading strategies, LIPS an Early Childhood Reading Program, and PBIS.

Our administration shares formally and informally with other schools in our district on a monthly basis where a portion of the agenda is set aside for sharing good news or what is working well in our schools. One example is our PLC (Patriot Learning Center) page on our home page that is accessible only by our staff members. This PLC contains book study blogs, staff development videos, or other important information specific to the needs of our school. The success of this concept has been shared and duplicated at other schools.

We were originally a pilot school for Lexington One's Response to Intervention program. Many schools from within our district visited with us prior to setting up their own programs. We continue to open our doors to those interested in learning more about our program. We have also had a lot of interest from other schools about our very successful Positive Behavior program and this has been shared with other schools in and out of our district.

Local colleges and satellite institutions often ask us to accept placement of their education majors as a student teacher in our school to help prepare them to become effective future teachers.   We are happy to share the good things going on at OGES.

4. Engaging Families and Communities:

Oak Grove Elementary School has always had a strong sense of community and parent involvement. The key to our success has been maintaining a strong line of communication between the school and family and community members. An example of this is our "Meet and Greet Day" where teachers and staff welcome students and parents prior to the start of the school year. This strategy promotes student success because parent and teacher relationships are vital for a child's academic growth. Communication continues to grow throughout the year through methods such as student agendas, school newsletters, classroom newsletters, OGES TV show, email, phone, school radio station, school website, and Facebook.

We seek support from family and community members, our valued stakeholders. They play an important role in fostering a positive learning environment for our students. Our Parent Teacher Association (PTA) and our School Improvement Council (SIC) meet and work together to assess needs in our school and design an action plan.   An example of this is the building of our walking track. The stakeholders understood the importance of physical fitness for our students and our community. Our PTA raised the money and sought out contractors for the project. Their dedication made the vision of a walking track became a reality.

To support the development of the whole child, OGE strives to be a community resource. For instance, with the help of local churches we provide snack packs to specific students on the weekends. We also confer with families to provide referrals to outside agencies as needed. Our four year old kindergarten programs offer early intervention support to our children as well as providing parents with educational tools to enhance student success.

Oak Grove Elementary recognizes and celebrates the diversity of the students in our building. We pride ourselves on offering opportunities for families to spend quality time together. Throughout the year we have events such as special breakfasts for family members, movie nights, walk to school day, "turn off the TV" play time in our front lawn, winter and spring arts festivals, and math and literacy nights. Our ESOL teacher sponsors a social event for parents of diverse cultures when the teacher and students share what they have been learning. This also gives the parents the opportunity to connect with each other. When people come together with their children, it brings out the best in all of us.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A vital part of our mission statement focuses on providing a high performance learning culture in which students are challenged appropriately to become self directed 21st century learners. This is achieved through research based instructional practices and an emphasis on developing the whole child. The foundation of our curriculum is the South Carolina State Standards in conjunction with the State Support Guides. Students are instructed in the core subject areas of ELA, math, science, and social studies as well as music, physical education, art, computers, and Spanish (3rd-5th grades).

At Oak Grove Elementary, the teachers follow the district pacing guide for the planning of instruction. All schools use a Balanced Literacy Approach to the teach students reading and writing. The components of this model include purposeful read alouds, shared reading, guided reading groups, independent reading, word study, and writing workshop. The core materials for English Language Arts include the Rigby Reading Series for grades K-2 and Houghton Mifflin Reading for grades 3rd-5th.

To ensure the students receive a strong foundation in the area of math, with a focus on developing a conceptual understanding of the content, we follow the Everyday Math Curriculum. Students are taught foundational content through developmentally appropriate learning strategies in early grades in order to develop conceptual understanding and skill proficiency over time. The district planning guides provide information about the pacing of instruction and provide teacher notes necessary for developing instructional lessons and assessments.

In alignment with the Lexington District One's Science, Technology Engineering, and Math (STEM) initiative, we are implementing the Engineering is Elementary curriculum. This curriculum aligned with science instruction promotes higher level learning through problems and projects presented in real world contexts and focuses on hands-on experiences. In addition to the MacMillan McGraw-Hill science textbook, teachers incorporate core activities from Full Option Science System (FOSS), Great Exploration in Math and Science (GEMS), and Delta Science Models (DSM).

Our social studies curriculum is supported by Scott Foresman. In addition to the textbook, teachers use resources such as United Streaming, Social Studies Weekly, and Weekly Readers to enhance instruction. Historical fiction novels and read alouds are used to connect the English Language Arts curriculum to the social studies standards.

Our physical education program follows the South Carolina physical education standards. All students receive 45 minutes of physical education per week in addition to other physical activities such as recess and morning walking club. Activities are designed to maximize movement and physical activity.

Our art program follows the South Carolina art standards. Students receive 45 minutes of instruction per week. The SRA Art Connections is used to aid in instructing elements and principles of art.

The music program at OGE encourages all students to participate in the arts through a variety of experiences. Instruction is based on state and national music standards. Students are given opportunities to play traditional classroom instruments and use current musical technology. Activities in singing, movement and playing age appropriate instruments are available for all students. Third graders use music and dance to continue their South Carolina Social Studies curriculum. Fifth grade students may choose between Music Ensemble and Musical Theater and also have the opportunity to participate in the morning band or strings program.

The technology program is centered on the school's mission statement that students will be held to high expectations in the use of technology that include a variety of technology skills with a rigorous, relevant, and challenging curriculum. Students use technology to communicate and collaborate. The technology expectation is that students will be lifelong learners, using technology for research, critical thinking, problem solving and decision making.

2. Reading/English:

Oak Grove Elementary uses research based instructional strategies in a balanced literacy curriculum. This allows for the integration of reading, writing, science and social studies. Best practice models are used that support integration, such as: CAFÉ, Daily 5, Words Their Way and Readers Theater. These programs support comprehension, accuracy, fluency, and expanding vocabulary strategies. Dominie is an on-going formative assessment that helps determine strengths and weaknesses as well as create differentiated and flexible reading groups. Student learning is scaffolded through a gradual release process based on the work of Fisher and Frey.

Instructional methods chosen help meet the needs of students in a small group or individual format and provide them opportunities to apply higher order thinking skills. Teachers realize the power of the written word and encourage students to mirror the writing techniques of a variety of authors through the use of mentor texts. Mentor texts are used to model everything from author's voice to conventions in print. The cumulative effect is a meaningful connection to the written language. Oak Grove promotes ELA through our annual Literacy Night when we have "celebrity readers" come and share a favorite text. Students often share their writing with their parents and writing is displayed in our hallways.

Oak Grove's ELA Response to Intervention (RTI) program is designed to provide remedial support for K-5 struggling readers in the lower 25%. RTI is a researched based comprehensive process focusing on early, prescriptive interventions. Our RTI students are identified and monitored by several methods: Measures of Academic Progress, Palmetto Assessment of State Standards, DIBELS benchmarking, Easy Curriculum-Based Measurement, and teacher observations. In order to ensure student success, RTI students are progress monitored according to their RTI Plan. The students receive explicit instruction identified in Tier I, II, or III. Tier I interventions are delivered by the classroom teacher. Data will then determine if the student needs a more intensive Tier II or Tier III intervention.

Beginning in 3rd grade students have the opportunity to qualify for our Gifted and Talented program. Students in 3rd and 4th grade receive instruction in a pull out program taught by a specifically qualified teacher who provides students with self-directed enrichment activities. In 5th grade, these students are served through our accelerated ELA classes, also taught by certified Gifted and Talented teachers.

3. Mathematics:

Challenging all students and holding high expectations for all to grow is a priority for teachers at Oak Grove Elementary. The mathematics curriculum and instruction work together to improve mathematical understanding for all students. The mathematics curriculum, Everyday Mathematics, utilizes teacher game kits, calculators, response boards, and standard mathematics manipulatives; however teachers are not limited to these resources. Everyday Mathematics routinely provides students with essential learning experiences that develop conceptual understanding, computational fluency, critical thinking, and problem solving skills. Units in Everyday Mathematics are rigorous by design and created to spiral, integrating more than one big idea or standard indicator into a given unit. Units included suggestions for supporting all students: readiness activities for students who struggle and enrichment activities for those who are performing on or above grade level.

In addition to Everyday Mathematics, students performing below grade level as evidenced by MAP (Measures of Academic Progress) testing, benchmarks, state testing and district/school testing are referred and assessed to determine if the school Response to Intervention (RTI) will be beneficial. The RTI program is designed to provide remedial support for kindergarten through fifth grade students in the lower

25% of our student body. RTI is founded upon research-based comprehensive curriculum focusing on early and prescriptive intervention for individual or small group instruction.

High achieving students in fourth and fifth grade may be given the opportunity to participate in Math Olympiads for monthly contests designed to reinforce learning and stimulate mathematical thinking. Students performing above grade level prior to fifth grade, are placed in a fifth grade accelerated program. Advanced placement for students in fifth grade is based on standardized test performance, academic classroom performance and motivation for rigorous study. The acceleration program is designed to provide students whose classroom performance and motivation indicate readiness for the challenges of faster paced and more rigorous instruction with a curriculum that is differentiated to meet their needs. The advanced placement also prepares students for accelerated programs at the Middle School level.

The Mathematics Coach, as additional support, offers instructional strategies and feedback on instruction within the curriculum. The coach works with interventionists to explore ways to support lower performing students, as well as works with the accelerated program to challenge higher performing students. At Oak Grove Elementary, all components work together toward a cohesive and viable mathematics curriculum and implementation.

4. Additional Curriculum Area:

Science, technology, engineering and mathematics (STEM) education is necessary for the 21st century. As our global community continues to grow, we will depend more and more upon engineering and technology. We feel that it is important that all students understand the importance of science, technology, engineering and mathematics and that this understanding should begin at an early age.

With this philosophy in mind, our school, in conjunction with the district, made a decision to implement the use of *Engineering is Elementary* (EiE) materials. These EiE modules, or units, tie to the FOSS science kits already in place at Oak Grove Elementary. The overall curriculum integrates engineering with elementary science topics.

EiE relates directly to our school mission by:

- Enabling students to reach their maximum potential by building and reinforcing skills in the areas of science,   technology, engineering and mathematics.

- Providing a high performance learning culture by making math and science rigorous and relevant.

- Aiding students in becoming self-directed 21st century learners and leaders by focusing on and increasing students' technological literacy.

- Giving students the opportunity to become highly effective global citizens by increasing student awareness of engineering and science careers.

Engineering in the elementary school adopts a different perspective than it would in middle or high school. Engineering in the elementary school is about the process engineers go through to solve problems and the types of technologies used. EiE defines technology as, "anything human made that is used to solve a problem or fulfill a desire (an object, system or process)." Application of the Engineering Design Process (Ask, Imagine, Plan, Create and Improve) is presented and experienced, with students as the engineers.

The EiE units are highly engaging and challenging. Units encourage exploration, integrate other disciplines, utilize problem solving skills, test alternative solutions, and involve project-based learning and hands-on construction.

Through the STEM curriculum, students reach maximum potential by heightening the awareness of science, technology, engineering and mathematics, giving them more opportunity in scientific or technological fields. Part of our mission statement refers to enabling students to become "highly effective global citizens." Our STEMS curriculum provides one step toward achieving our mission.

5. Instructional Methods:

It is imperative that we differentiate our instruction in order to meet the various educational needs for all of our students. At Oak Grove Elementary, we are constantly using data from assessments to guide our future instruction. From MAP to Dominie to DIBELS to common core assessments, we continuously monitor students to ascertain if what we are doing is indeed impacting their learning.

In the area of English Language Arts, teachers use the goal strand data from MAP, Dominie Reading Assessment data, and DIBELS Next data to develop flexible guided reading groups. For example, when teachers use the Dominie Reading Assessment, they analyze the pattern of miscues, the student's responses to comprehension questions, and the fluency rate to make decisions about the content of guided reading instruction. In math, teachers complete item analysis of the district common assessments in order to guide small group instruction.

Our RTI program provides support for students who need additional explicit instruction for reading and/or math. Tier Two and Tier Three students receive thirty minutes of daily instruction using a research based curriculum along with the core curriculum taught by the regular classroom teacher. The RTI goal is to improve reading skills using effective strategies in a structured small group setting and for these strategies to transition to their core instruction.

For our advanced students who qualify, we have a gifted and talented program for students in the third through fifth grade. In fifth grade, we also have an accelerated ELA and math program. The students in these classes have shown a readiness for the challenges of faster paced and more rigorous instruction.

Our English to Speakers of Other Languages (ESOL) students receive support in a pull out program. The ESOL teacher provides small group or individual instruction with the focus on increasing English language development and achieving grade level proficiency in all academic areas.

Technology is an integral part of both teacher instruction and student learning at Oak Grove. Students use a variety of equipment such as IPADS, IPOD Touches, digital cameras, and laptops to complete class projects. All of the teachers have and use technology, such as SMART boards and document cameras to enhance student learning. Our 2nd grade students use The *Writer Learning System* to begin basic keyboarding skills. Specific software programs, such as *Ticket to Read* and *First in Math* are also used to individualize student instruction.

6. Professional Development:

Staff development decisions support our school's vision and mission and impact student achievement. Just as we expect our students to be life long learners, teachers at Oak Grove Elementary are continually involved in learning and growing as a 21st Century Educator.

Our staff development has included IPad Training, STEMS, Developing the New Learning Commons, Gifted and Talented Inclusion Model, Core Standards, Integrating Technology, Integrating Math and Science, Six Traits for Writing, Everyday Math, Creating Independent Readers, Writers, and Thinkers, Comprehension Tool Kit, Balanced Literacy, and MAP score interpretation to guide instruction. Teachers

are also given the opportunity to visit other schools to see "showcase classrooms". Teachers in related arts, Gifted and Talented, and other special groups meet with other teachers in their area to share ideas and become stronger in their area of expertise.

We are eager to grow professionally in technology to help our students meet state standards and become self directed 21st Century Learners. Professional development in the area of technology has included the ELMO, Paper Slides, Avatars, Skype, Glogster, and Teaching the Smartboard Way.

Teachers meet as a grade level once a week to share collaboratively, discuss assessments, state standards, and plan instruction. Grade level meetings have also included staff development determined by specific needs of each grade level. Grade level chairs meet with the Principal on a monthly basis to discuss topics that affect all grade levels.

At the beginning of each year, new test data (such as PASS scores) is presented with charts to show strengths and weaknesses in student achievement within the grade level and within each newly organized class. Each grade level analyzes the data and determines goals for the year. Teachers are also given their Virtual Comparison Group analysis from the previous year's MAP scores.

The staff of Oak Grove Elementary believes that one way to be a 21st Century Learner is to participate in book studies. Last year, all staff (both certified and support) read the book The 7 Habits of Highly Effective People by Stephen R. Covey. We have also participated in a book studies using The Leader in Me by Stephen R. Covey and Better Learning through Structured Teaching by Douglas Fisher and Nancy Frey. This year the grade level chairs participated in a book study, The Energy Bus by Jon Gordon.

7. School Leadership:

Our Principal believes in a shared leadership model. Therefore, leadership is a shared responsibility with administrators, staff, parents, and community. We want the legacy of Oak Grove Elementary to be one with a sense of community that embraces diversity and student success. The Principal believes that a child's poverty level does not dictate value or potential for learning and achievement. Led by the administration, with support from the Covey Foundation, we are implementing and practicing the Seven Habits which mirror our expectations of ourselves and our students. It is evident from the language we use with students, the 7 Habits mural, and hallway signs that we have immersed ourselves in the Seven Habits. Positive behavior is supported through our PBIS plan. To promote positive choices and leadership skills, we award Patriot Pride cards to individual students as well as classes that demonstrate the Seven Habits. Each week a class is celebrated on our news show for receiving the highest number of gold cards. To encourage leadership among our students, each classroom selected a Student Ambassador. The Student Ambassador's role is to serve as liaisons for our school and help welcome all guests as well as new students. We are beginning the process to become a Lighthouse School for Leadership through the Covey Corporation. Oak Grove's motto of "Leading the Way" sets the tone for the expectations of our students and our faculty. Our daily news show reiterates to our students the expectations of our school by reviewing the Seven Habits and our vision and mission statements. To support our high expectations, our Response to Intervention team supports teachers in helping our students improve in areas of weakness. The RTI team meets on a weekly basis and hears concerns from teachers based on data to support the achievement of all students. We are fortunate to have literacy and math resource rooms that provide specific materials and tools for both students and teachers. Through grade level meetings our faculty collaborates weekly to review data and set goals. As a collaborative team, we set expectations for all students to develop self confidence in their individual abilities and become sophisticated learners. Community members, School Improvement Council and Parent Teacher Association, meet monthly to plan and implement ways to enhance the learning environment at our school. Our school and community have a common interest in developing and nurturing leadership skills within a caring environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Palmetto Assessment of State Standards / Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Proficient+Advanced	88	90	93	94	86
PASS=Exemplary/PACT=Proficient+Advanced	67	60	61	61	55
Number of students tested	103	115	99	93	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	0	2
Percent of students alternatively assessed	1	0	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	82	86	87	84	81
PASS=Exemplary/PACT=Proficient+Advanced	52	49	49	31	48
Number of students tested	33	43	39	32	21
2. African American Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced	70	77	72	85	77
PASS=Exemplary/PACT=Proficient+Advanced	20	35	39	46	31
Number of students tested	10	17	18	13	13
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced			100		
PASS=Exemplary/PACT=Proficient+Advanced			80		
Number of students tested			10		
4. Special Education Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced					90
PASS=Exemplary/PACT=Proficient+Advanced					60
Number of students tested					10
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Proficient+Advanced			100		
PASS=Exemplary/PACT=Proficient+Advanced			69		
Number of students tested			13		
6. Asian / Pacific Islander					
PASS=Met+Exemplary/PACT=Proficient+Advanced			100		
PASS=Exemplary/PACT=Proficient+Advanced			58		
Number of students tested			12		

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3   Test: Palmetto Assessment of State Standards / Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	92	92	94	94	92
PASS=Exemplary/PACT=Proficient+Advanced	71	72	70	62	69
Number of students tested	103	115	99	92	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	2
Percent of students alternatively assessed	0	0	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	91	88	90	81	86
PASS=Exemplary/PACT=Proficient+Advanced	58	67	62	31	62
Number of students tested	33	43	39	32	21
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80	82	72	85	77
PASS=Exemplary/PACT=Proficient+Advanced	20	47	50	54	62
Number of students tested	10	17	18	13	13
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced			100		90
PASS=Exemplary/PACT=Proficient+Advanced			80		60
Number of students tested			10		10
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced					
PASS=Exemplary/PACT=Proficient+Advanced					
Number of students tested					
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced			100		
PASS=Exemplary/PACT=Proficient+Advanced			69		
Number of students tested			13		
6. Asian / Pacific Islander					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced			100		
PASS=Exemplary/PACT=Proficient+Advanced			67		
Number of students tested			12		

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Palmetto Assessment of State Standards / Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	97	98	98	94	95
PASS=Exemplary/PACT=Proficient+Advanced	84	68	71	77	65
Number of students tested	100	93	97	82	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	91	90	93	92	89
PASS=Exemplary/PACT=Proficient+Advanced	71	50	52	68	48
Number of students tested	35	38	29	25	27
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced		69	86	82	83
PASS=Exemplary/PACT=Proficient+Advanced		25	64	47	58
Number of students tested		16	14	17	12
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90				
PASS=Exemplary/PACT=Proficient+Advanced	70				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced				73	
PASS=Exemplary/PACT=Proficient+Advanced				46	
Number of students tested				11	
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced		100			
PASS=Exemplary/PACT=Proficient+Advanced		73			
Number of students tested		11			
6. Asian / Pacific Islander					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced		100			
PASS=Exemplary/PACT=Proficient+Advanced		82			
Number of students tested		11			

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Palmetto Assessment of State Standards / Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced	89	89	90	90	91
PASS=Exemplary/PACT=Proficient+Advanced	54	56	51	66	62
Number of students tested	100	93	96	82	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced	80	82	82	88	81
PASS=Exemplary/PACT=Proficient+Advanced	43	34	32	56	38
Number of students tested	35	38	28	25	26
2. African American Students					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced		63	79	71	75
PASS=Exemplary/PACT=Proficient+Advanced		19	43	53	50
Number of students tested		16	14	17	12
3. Hispanic or Latino Students					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced	80				
PASS=Exemplary/PACT=Proficient+Advanced	40				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced				73	
PASS=Exemplary/PACT=Proficient+Advanced				36	
Number of students tested				11	
5. English Language Learner Students					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced		100			
PASS=Exemplary/PACT=Proficient+Advanced		36			
Number of students tested		11			
6. Asian / Pacific Islander					
PASS=Met+Examplary/PACT=Basic+Proficient+Advanced		100			
PASS=Exemplary/PACT=Proficient+Advanced		55			
Number of students tested		11			

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Palmetto Assessment of State Standards / Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	89	90	87	94	90
PASS=Exemplary/PACT=Advanced	55	50	46	62	45
Number of students tested	97	94	82	90	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	82	83	85	91
PASS=Exemplary/PACT=Advanced	36	24	47	39	36
Number of students tested	36	33	30	26	22
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	70	75	67		70
PASS=Exemplary/PACT=Advanced	20	38	33		20
Number of students tested	10	16	15		10
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90				
PASS=Exemplary/PACT=Advanced	70				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85				
PASS=Exemplary/PACT=Advanced	62				
Number of students tested	13				
6. Asian / Pacific Islander					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced					
PASS=Exemplary/PACT=Advanced					
Number of students tested					

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Palmetto Assessment of State Standards /
5   Palmetto Achievement Challenge Test

Edition/Publication Year: PASS 2011-2009 / PACT 2008-2007

Publisher: South Carolina Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	89	90	94	91	82
PASS=Exemplory/PACT=Proficient+Advanced	49	62	55	49	39
Number of students tested	97	94	82	90	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	83	82	97	89	73
PASS=Exemplory/PACT=Proficient+Advanced	31	46	53	19	27
Number of students tested	36	33	30	26	22
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	70	75	87		70
PASS=Exemplory/PACT=Proficient+Advanced	20	38	33		10
Number of students tested	10	16	15		10
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80				
PASS=Exemplory/PACT=Proficient+Advanced	40				
Number of students tested	10				
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced					
PASS=Exemplory/PACT=Proficient+Advanced					
Number of students tested					
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	77				
PASS=Exemplory/PACT=Proficient+Advanced	46				
Number of students tested	13				
6. Asian / Pacific Islander					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced					
PASS=Exemplory/PACT=Proficient+Advanced					
Number of students tested					

NOTES: For the years 2006-2007 and 2007-2008 we included % for students who "Met Standard" (Basic/Proficient/Advanced) and % Proficient and Advanced from the state assessment Palmetto Achievement Challenge Test (PACT). The state assessment changed in 2008-present to the Palmetto Assessment of State Standards (PASS) with performance levels of "Did Not Meet, Met, Exemplary." We included % data for Met + Exemplary and % for Exemplary.

12SC3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	91	92	92	94	90
PASS=Exemplary/PACT=Proficient+Advanced	68	59	60	66	55
Number of students tested	300	302	278	265	228
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85	86	87	86	87
PASS=Exemplary/PACT=Proficient+Advanced	52	42	49	44	44
Number of students tested	104	114	98	83	70
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	70	73	74	83	77
PASS=Exemplary/PACT=Proficient+Advanced	20	32	44	46	37
Number of students tested	20	49	47	30	35
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	0	100	0	0
PASS=Exemplary/PACT=Proficient+Advanced	70	0	80	0	0
Number of students tested	20	0	10	0	0
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	73	90
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	46	60
Number of students tested	0	0	0	11	10
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	85	100	100	0	0
PASS=Exemplary/PACT=Proficient+Advanced	62	73	69	0	0
Number of students tested	13	11	13	0	0
6.					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	100	100	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	82	58	0	0
Number of students tested	0	11	12	0	0
NOTES:					

12SC3

STATE CRITERION-REFERENCED TESTS
Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	90	90	92	91	88
PASS=Exemplary/PACT=Proficient+Advanced	58	63	58	58	56
Number of students tested	300	302	277	264	227
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	2
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	84	84	89	85	79
PASS=Exemplary/PACT=Proficient+Advanced	43	49	50	34	41
Number of students tested	104	114	97	83	69
2. African American Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	75	73	78	77	74
PASS=Exemplary/PACT=Proficient+Advanced	20	34	42	53	43
Number of students tested	20	49	47	30	35
3. Hispanic or Latino Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	80	0	100	0	90
PASS=Exemplary/PACT=Proficient+Advanced	40	0	80	0	60
Number of students tested	20	0	10	0	10
4. Special Education Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	0	0	73	0
PASS=Exemplary/PACT=Proficient+Advanced	0	0	0	36	0
Number of students tested	0	0	0	11	0
5. English Language Learner Students					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	77	100	100	0	0
PASS=Exemplary/PACT=Proficient+Advanced	46	36	69	0	0
Number of students tested	13	11	13	0	0
6.					
PASS=Met+Exemplary/PACT=Basic+Proficient+Advanced	0	100	100	0	0
PASS=Exemplary/PACT=Proficient+Advanced	0	55	67	0	0
Number of students tested	0	11	12	0	0
NOTES:					

12SC3